

***Department of
Career and Technical Education
Program Evaluation for Technology Education***

Local Education Agency (LEA):

Reporting_Date

Completed_By:

Instructor:

Administrator:

S = A Strength

M = Meets Expectations

I = Improvement Opportunity

NA = Not Applicable

Standard One - Instructional Planning and Organization

- 1) Is the current Technology Education curriculum based on the Standards for Technological Literacy?
- 2) To what extent is the instructional planning developmentally appropriate for all students?
- 3) Is an improvement plan for the program in place and it is followed?
- 4) Are direct connections to other subject areas including math, science, social studies and language arts made?
- 5) Does the program place equal emphasis on cognitive, hands-on and social skills?
- 6) Describe the program's strengths for instructional planning and organization:
- 7) Describe improvements that could be made in your program's instructional planning and organization:

Standard Two - Instructional Materials Utilization

- 1) Are appropriate and up-to-date instructional technologies (computer software, CD-ROM, videos, Internet and other reference materials) used to enhance instruction?
- 2) Are instructional materials and equipment adapted to meet individual needs?
- 3) To what extent have local, state, federal or other funds been used for the purchase of instructional materials?
- 4) Are the CATTs curriculum materials being used in your program?
- 5) Describe the program's strengths for instructional materials utilization:
- 6) Describe improvements that could be made in your program's instructional materials utilization:

Standard Three - Instructional Personnel

- 1) Does the instructor meet established state degree, certification and licensure requirements?
- 2) Does the instructor attend professional development to maintain his/her professional vitality?
- 3) Does the instructor maintain membership in related professional organizations?
- 4) Does the instructor collaborate with colleagues and other professionals in fields related to Technology Education?

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- 5) Does the instructor ensure that counselors and administrators are familiar with goal objectives, activities, prerequisites, enrollment guidelines, etc. of the program?
- 6) Describe the program's strengths for instructional personnel:
- 7) Describe improvements that could be made to your program's instructional personnel:

Standard Four - Enrollment and Student-Teacher Ratio

- 1) Is enrollment and class sizes in compliance with the Department of Career and Technical Education guidelines?
- 2) Are Technology Education classes scheduled to avoid conflicts with other courses students need for graduation?
- 3) Does the number of students in the Technology Education laboratory-classroom exceed its capacity?
- 4) Describe the program's strengths for enrollment and student-teacher ratio:
- 5) Describe improvements that could be made in your program's enrollment and student-teacher ratio:

Standard Five - Equipment and Supplies

- 1) Is broken equipment repaired or replaced in a timely manner?
- 2) Are funds available for replacement of outdated equipment?
- 3) Is a current inventory of equipment on file?
- 4) Are new equipment purchases made to support standards based curriculum?
- 5) Describe the program's strengths for equipment and supplies:
- 6) Describe improvements that could be made in your program's equipment and supplies:

Standard Six - Instructional Facilities

- 1) Are facilities properly maintained to provide an environment conducive to learning and working?
- 2) Are the facilities arranged in a manner that maximizes instructional function, supervision, class control and student safety?

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- 3) Does the teaching/learning environment support collaborative work groups and encourage students to ask questions, inquire, design and innovate?
- 4) Is adequate office space provided that contains a computer, printer, software, telephone, desk, file cabinets and other necessary equipment?
- 5) Can the present facility be changed/adapted to accommodate a change in the direction of curriculum or to accommodate other modifications due to the impact of changing technology?
- 6) Describe the program's strengths for instructional facilities:
- 7) Describe improvements that could be made to your program's instructional facilities:

Standard Seven - Safety and Sanitation Training and Practices

- 1) Has a written, comprehensive safety program been implemented? (Suggest reviewing all safety, sanitation, hazardous materials and right of know instructional materials and universal precautionary methods.)
- 2) Are safety materials (first aid kit, fire extinguisher, eyewash station) readily accessible and clearly labeled?
- 3) Are classroom, laboratory and storage areas arranged to emphasize safety?
- 4) Does the facility provide adequate heat, light, ventilation, dust control and noise control to provide a safe environment conducive to learning?
- 5) Is documentation on file to verify that appropriate safety education has taken place?
- 6) Describe the program's strengths for safety and sanitation training and practices:
- 7) Describe improvements that could be made to your program's safety and sanitation training and practices:

Standard Eight - Program Advisory Committee and Community Relations

- 1) Does the advisory committee include representation from school administrators, counselors, area career and technology center representatives, parents, an academic teacher, another cte instructor, appropriate business and industry persons and a local program teacher?
- 2) Does the advisory committee meets twice a year and are the minutes submitted to the Department of Career and Technical Education?
- 3) Does the advisory committee provide recommendations for program improvements?

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- 4) Are the recommendations from the advisory committee acted upon and/or incorporated into the curriculum?
- 5) Are committee members informed as to the results of their recommendations?
- 6) Describe the program's strengths for program advisory committee and community relations:
- 7) Describe improvements that could be made to your program's advisory committee and community relations:

Standard Nine - Career and Technical Student Organization

- 1) Are Technology Student Association (TSA) activities incorporated into the curriculum and aligned with the Standards for Technological Literacy?
- 2) Are the leadership opportunities provided by TSA provided to the students in your Technology Education classes?
- 3) Are you an active ND TSA chapter and do your members participate in the state conference?
- 4) Have members of your local ND TSA chapter participated in the National TSA conference?
- 5) Describe the program's strengths for career and technical student organization:
- 6) Describe improvements that could be made to your program's career and technical student organization:

Standard Ten - Coordination Activities

- 1) To what extent do you relate classroom activities to real-life occupational opportunities?
- 2) Are units of instruction on specific careers related to Technology Education done in your classes?
- 3) Are you involved in helping students with work-based educational experiences such as job shadowing, cooperative work experiences, etc.?
- 4) Describe the program's strengths for coordination activities:
- 5) Describe improvements that could be made to your program's coordination activities:

Standard Eleven - Special Populations

- 1) To what extent is your service area prepared to respond to the needs of special population students? (Suggest reviewing instructional methods and adaptations.)

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- 2) To what extent is teaching/tutoring assistance available to special population students? (Suggest reviewing teacher observation, student schedules and staffing patterns.)
- 3) To what extent are facilities barrier-free to accommodate students with disabilities? (Suggest reviewing facilities for special features or modifications to accommodate students with disabilities.)
- 4) To what extent does the advisory committee provide input on innovative instructional techniques, learning systems and instructional aids as necessary for the success of special population students? (Suggest reviewing minute of recent
- 5) To what extent has your service area been successful involving special populations in career and technical student organizations? (Suggest reviewing CTSO membership.)
- 6) Describe the program's strengths for special populations:
- 7) Describe the program's improvement opportunities for special populations:

Standard Twelve - Educational Equity

- 1) To what extent does the service area recruit and retain nontraditional students? Note: Equal access to your classroom is presumed. (Suggest reviewing classroom/laboratory environment, enrollment practices, enrollment and retention statistics and CTSO membership.)
- 2) To what extent does the service area ensure use of bias-free instructional materials? (Suggest reviewing texts, software and other media.)
- 3) To what extent does the service area's career education component feature nontraditional careers? (Suggest reviewing career fair activities, field trips, instructional media.)
- 4) To what extent is the service area's advisory committee gender balanced? (Suggest reviewing advisory committee membership.)
- 5) To what extent are students encouraged to participate in nontraditional occupational experiences? (Suggest reviewing job shadowing/internships/coop placements.)
- 6) Describe the program's strengths for educational equity:
- 7) Describe the program's improvement opportunities for educational equity: